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RAVELIN'S

OXFORD HIGH SCHOLL

Commencement Number

of

The Class of 1931

Labor Omnes Vincit

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Commencement Number

of

The Class of 1931

Labor Omnes Vincit

THE CLASS OF 1931 DEDICATES THIS VOLUME OF

RAVELIN'S

WITH THE GREATEST REGARD

TO

MR. FRANK SANNELLA

OUR BELOVED PRINCIPAL AND FRIEND

THE FACULTY

High School

MR. FRANK SANNELLA, Principal—History, Commercial Law—A. B., Bates, 1926.

MR. EVANS RICHARDSON, Assistant Principal—Mathematics—B. S., Massachusetts State College, 1926.

MISS MIRIAM MANNING—English, A. B. Marietta, 1930.

MISS MARGUERITE BURKE—Commercial Subjects—B. S. Boston University, 1930.

MISS LOUISE LOMBARD—Latin, Biology—A. B., Brown, 1929.

MISS HELEN LUPIEN—French, English—A. B., Boston University, 1927.

Junior High School

MISS RUTH HOFSTRA—Civics, Penmanship, Drawing—B. S. in Ed., Worcester Normal School, 1930.

MISS JESSICA LEONARD—English, Geography—B. S. in Ed., Bridgewater Normal School, 1928.

MISS MARY RYAN—English, History—B. S. in Ed., Worcester Normal School, 1928.

MISS HELEN KENNEDY—Arithmetic—B. S. in Ed., Worcester Normal School, 1927.

Supervisors

MISS MARCIA COLBY—Music—Crane College of Music, 1930.

MISS LEONA BUTKIEWICZ—Drawing—B. S. in Ed., Massachusetts School of Art, 1927.

MISS ROSE MASSEI—Household Arts—Boston School of Domestic Science, 1930.

MISS JANE SULLIVAN—Physical Instruction—Sargent School of Physical Training, 1927.

JOHN P. GRIFFIN—Manual Training, Fitchburg Normal School, 1930.

WILLIAM HAYS—Manual Training—Gorham Normal School, 1926.

SENIOR CLASS

Zarter L. Agababian
Myrtle E. Crosby
Malvina R. Davis
Doris Fales
Statia Lacki
Cecelia L. LaRose
Helen F. Lindsay
Louise McDonald
Marion R. Moore
Esther Newton
Gertrude Rhodes
Irene I. Vancour
Elizabeth Warden
Ardyth Emmons
Almon Jackson
Robert Wentworth

HONORS

HIGHEST HONORS

Valedictorian — Zarter Agababian
Salutatorian — Louise McDonald

HONORS

Esther Newton — Gertrude Rhodes
Myrtle Crosby

Best all around pupil in Senior Class—Zarter Agababian.

History Prize—Etta Riel.

Athletic Prize—given to the boy who has made his "letter" during 1930-1931 and who has the highest scholastic average—given by Dr. Robert S. Fletcher—Samuel Agababian.

Athletic Prize—given to the girl who has made her "letter" during 1930-1931 and who has the highest scholastic average—given by Dr. Robert S. Fletcher—Zarter Agababian.

Prize Speaking Contest—First prize for girls, Louise Grandone; second prize, Beatrice Davis. First prize for boys, Henry Sawin; second prize, Philomond Gagne.

COMMITTEES OF THE SENIOR CLASS

Picture Committee

Chairman, Gertrude Rhodes
Marian Moore — Doris Fales

Social Committee

Chairman, Zarter Agababian
Irene Vancour — Ardyth Emmons

Play Committee

Chairman, Louise McDonald
Malvina Davis — Cecelia LaRose
Almon Jackson

Write-Ups

Chairman, Esther Newton
Robert Wentworth — Myrtle Crosby
Statia Lacki

Candy Committee for the Senior Play

Cecelia LaRose — Statia Lacki
Myrtle Crosby — Elizabeth Warden

Ushers

Ardyth Emmons — Malvina Davis
Irene Vancour — Doris Fales

Tickets

Louise McDonald

CLASS MOTTO: Labor Omnes Vincit.

CLASS FLOWER: White Carnation.

CLASS COLORS: Nile Green and White.

ZARTER LORETTA AGABABIAN

"Ze"

"A smile for all, a welcome glad,
A jovial, coaxing way she had."

"Ze," as everyone calls her, is a girl possessing talent and popularity. She has been very prominent in all school activities and she excells in scholarship. Whenever there is any fun to be had, "Ze" is always in the middle of it and her good nature has gained for her many friends. She has made no plans for the future, but whatever her vocation will be, the kindest thoughts of Oxford High School follow her.

Basketball (1, 2, Capt. 3, 4); Speaking Contest (1); Glee Club (1, 2, 3, 4); Class Vice-President (3, 4); Dramatics (3, 4); Debating (2, 3, 4); Track (1); Demosic Forensic (3, 4); Ravelin's Board (2, 3, 4); Orchestra (4); College Club (3); Honor Roll.

MYRTLE EVELYN CROSBY

"Myrt"

"She that is fair and never proud;
Has tongue at will, yet never loud."

"Myrt" is one of the class of '31 who has mixed ability. She can play basketball and baseball. She can talk and argue intelligently on most any subject. She can play the piano and dance. Her greatest achievement, however, came to light when she was elected business manager of Ravelin's, for she has been a very successful manager. She surely knows the secret of teaching the merchants that it pays to advertise. But for all these, Myrtle has never neglected her studies, for we find her name among the honor students, and she evidently likes to study for she will enter Worcester Normal School in September. We wish her as much success there as she has attained in Oxford High.

Public Speaking Contest (1); Basketball (2, 3, 4); Debating (4); French Club (3); College Club (3); Glee Club (1, 4); Class Treasurer (4); Honor Roll; Ravelin's Board (4).

MALVINA ROSE DAVIS

"Tootsie"

"I chatter, chatter as I go."

"Tootsie" is one of our number who hails from Charlton. Her cheerful and sunny disposition has made many friends for her during her course here. She is always ready to entertain with fluent conversation even though she is working hard at the same time. We find her name on the honor roll almost every time it is published, which shows that she is proficient in her studies. "Tootsie" says that she is undecided (?) about her future life, but we wonder if perhaps she isn't a little shy in making known her intentions. Anyway, we wish her happiness.

Glee Club (3, 4); Dramatics (3); Track (1, 2); Honor Roll.

ARDYTH MAE EMMONS

"Ardie"

"A merry heart maketh a cheery countenance."

"Ardie" is one of the popular girls in our class, and is almost always happy and cheerful. The only time when her disposition changes, is when she is trying to solve a Math problem, and we don't blame her for that. "Ardie" has done excellent work in basketball and this year captained the team. By nature she is very sympathetic and for that reason, we are not surprised to learn that she is planning to train for a nurse at Newton Hospital in September. We are not so sure, however, that her patients will be in a hurry to leave the hospital; not that we doubt her nursing ability, but because we know that she will be pretty to look upon in her uniform. Here's wishing you lots of luck.

Basketball (2, 3, Capt. 4); Glee Club (1, 2, 4); Dramatics (3); Ravelin's Board (4); Honor Roll.

DORIS FALES

"Dot"

"Her voice was ever soft, gentle, and low,
An excellent thing in woman."

Doris, being of a rather quiet and reticent nature, has not offered us many of her abilities and therefore she has not been very active in school affairs. Nevertheless, she is true blue to Oxford High School and never misses a game or dance. In her studies, she is conscientious and diligent and always gives her best. Although Doris is not an ardent admirer of the opposite sex, nevertheless when the quite shy girls do "fall," they always land hard, and we are waiting for the bump. We do not know what Doris intends to do after graduating, but we wish her good luck.

Demos Forensic (3, 4); Glee Club (4).

ALMON WILLIAM JACKSON

"Al"

"Good at work, better at play,
Willing to talk to the girls all day."

"Al" has two great assets, cheerfulness and willingness to help. He is liked by most everyone, particularly the girls, or should we say, he and his Ford are liked by the girls. Anyway we must not overlook his generosity in providing his car for our use at all times. He has also had a successful athletic and social career. "Al" has taken part in several of our plays and has proven himself to be a born actor. He has always been interested in automobiles and therefore it was not surprising to us when he announced his intentions of becoming a Ford Dealer. Good luck, "Al."

Basketball (2, 3, 4); Baseball (2, 3, 4); Dramatics (3, 4); Glee Club (3); Marshal 1930 (3).

STATIA ANNIE LACKI

"Faithful as the day is long."

Statia is a girl of few words but always dependable. Anything that she is called upon to do she does well and to the best of her ability. Although she has never been very active in school affairs, her loyalty is outstanding. One quality that Statia possesses which we all envy is her ability to memorize. This is especially noticeable in her oral themes. Statia has made no plans as yet for her future work, but whatever she decides to do, we know that she will be ever true to her conviction of duty.

Glee Club (4); Honor Roll.

CECELIA LOUISE LAROSE

"Celia"

"Her smile is the sweetest that ever was seen,
Her cheek like the rose is, but fresher, I ween."

"Celia" is everybody's friend and wherever she is, there's fun a plenty, particularly if "Al" and "Bob" are around. Celia missed her calling for if she had gone out for basketball when a Freshman instead of waiting until she was a senior, she would have, no doubt, been a star player. However, she enjoyed herself immensely playing "at" it this year. The typewriting room, they say, would be a pretty lonesome place without Celia. We wonder why? Here is another girl whose plans for the future are undecided, but we trust that a bright career awaits her.

Basketball (4); Glee Club (2, 3, 4); Demos Forensic (3, 4); Le Circle Francais (3); Typewriting and Shorthand Contest (3, 4); Honor Roll (4).

HELEN FRANCES LINDSAY

"And witty to talk with, and pleasant too, to think on."

Helen is another member of the class who comes from Charlton. For this reason she has been unable to participate in school affairs but she has always been loyal to our school. Her good-morning smile has welcomed many pupils to O. H. S., and her ever-ready supply of wit has made her popular among her class-mates.

Her scholastic standing has always been high, which shows that she has always done her work faithfully.

Glee Club (2, 3, 4); Honor Roll; French Club (3, 4); College Club (3, 4).

ELLEN LOUISE McDONALD

"Lilly"

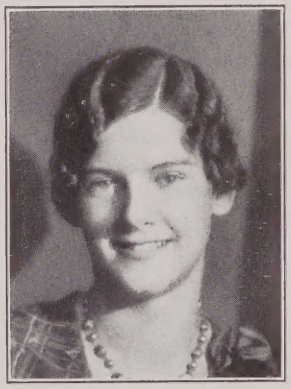
"With modest eyes downcast
She comes, she's here, she's past."

Louise is another prominent member of our class. She is a merry care-free lass with a witty remark ever on her tongue's end. Her frank open nature has won her a host of friends. She has been one of our basketball stars and has also showed ability as an actress. It is rumored that Louise helps keep the shorthand class alive with her pranks. She has also always been an honor pupil. Louise, evidently, has made no plans for next year, but whatever she undertakes, the class of '31 wishes her success.

Class Treasurer (1, 2, 3); Basketball (2, 3, 4); Debating (2, 3); Demos Forensic (3, 4); Ravelin's Board (2, 3, 4); Glee Club (2, 3, 4); Track (1, 2, 3); Dramatics (3); Speaking Contest (1); College Club (3, 4); Honor Roll.

MARION REY MOORE

"Marney"



"For Marion's looks are blithe and sweet,
Good-natured, frank, and free."

Marion is a witty, happy-go-lucky girl, who doesn't believe in worrying. She always has been a loyal rooter for O. H. S., and this year we have had an exceptional good cheering section due to Marion's peppy leadership. We shall always remember her dramatic ability, for here she showed extraordinary talent, especially in the love scenes. Marion can sing and dance too, and we always supposed that she would take this up as a career; but she tells us that she is planning to take a course at Emerson College of Oratory in Dramatic Art. We know, however, that she will succeed in that, and the best wishes of all her classmates go with her.

Glee Club (1, 2, 3, 4); Basketball (1, 2, 3); Cheer Leader (4); Dramatics (2, 3, 4); Ravelin's Board (3, 4).

ESTHER GERTRUDE NEWTON

"Es"

Her friends—they are many—
Her foes—are there any?

Dependable Esther—a credit to the class of '31. She is an ambitious girl and no one could possibly feel lazy when she's around. She has been an unfailing supporter of school affairs, participating in debating and social affairs alike. Her remarkable ability was shown when she became Editor-in-Chief of Ravelin's. Normal School is Esther's future and we hope she will succeed as well as she did in High School. Good luck Esther, we're all with you!

Ravelin's Board (2, 3, 4); Debating Team (2, 3, 4); Demos Forensic (3, Pres. 4); Le Circle Francais (3, 4); College Club (3, 4); Girls' Basketball Manager (4); Class Secretary (2); Glee Club (1, 2, 4); Honor Roll; Dramatics (3, 4).

GERTRUDE JANET RHODES

"Gert"

"Her buoyant step is light as air,
Her faultless form well poised and fair."

"Gert" is another one of the happy-go-lucky members of our class, and her arrival in a crowd always means a good time. Her favorite sport is dancing, and more than once she has helped complete a program with a novelty dance. Although she has always been active in the social and athletic life of the school, she has never neglected her studies for we find her an honor pupil. We must not forget "Gert's" generosity in using her car for school purposes, for we have often called upon her and she has most graciously responded. "Gert" is undecided as to her future plans, but whatever she decides upon, we feel sure that she will meet with success.

Class President (1, 2); Class Secretary (4); Basketball (1, 2, 3, 4); Debating (4); College Club; Demos Forensic; Glee Club (4); Dramatics (3, 4); Honor Roll; French Club (3); Ravelin's Board.

IRENE IDA VANCOUR

"Rene"

"Is she not passing fair?"

Who's that girl with the broad smile and the snappy clothes? Why, that's Irene. She is the kind of a girl we all admire. We can always tell when she is around by her infectious giggle which she is famous for. Dancing is Irene's favorite pastime and she never lacks a partner. She is also a singer of note and took a prominent part in our operetta which was presented recently. In basketball Irene also excelled. She is planning to attend Becker's Business College this fall in hopes of becoming a private secretary, which of course, is but the first of two steps which we prophesy she will take. Our best wishes go with you, Irene.

Basketball (1, 2, 3, 4); Class Vice-President (2); Class Secretary (3); Glee Club (1, 2, 3, 4); Graduation Marshal (3); Dramatics (3, 4); Track (2); Demos Forensic (4).

ELIZABETH WARDEN

"Libby"

"A maiden of a spirit, still and quiet."

"Libby" never intrudes herself on anyone, and is the quietest girl we know. She is always pleasant and cheerful. She does not belong to any of our school societies, but one does not have to belong to a school society in order to be known. We feel sure that down deep in Elizabeth's heart she has ideas all her own, or in other words "still is the water where the brook is deep." We all wish for her the best of luck in her future work.

ROBERT LESLIE WENTWORTH

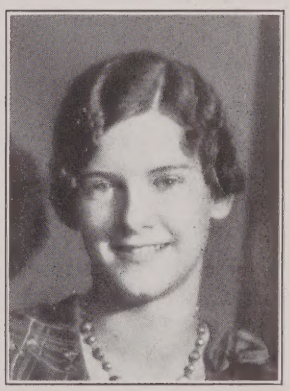
"Bob"

"A born athlete and a mighty good sport."

We can't all be stars and in the public eye as "Bob" has been in basketball for the past three years. And that isn't his only accomplishment either. You should hear him give oral themes in English. He can describe a football game in such a way that it seems as if you were actually seeing it. "Bob" has also been active in the social life at school as well as athletics. His future plans are undecided, but we would like to see him training to be an athletic instructor, for we are sure that he would succeed.

Basketball (1, 2, 3, 4, Captain 4); Baseball (1, 2, 3, 4); Glee Club (3, 4); Class President (4); Class Secretary (2); Dramatics (4); Honor Roll.

OXFORD'S PEP GATHERER



Have you ever met Marion Moore, the Oxford High prominent cheer leader? Marion, of course, never was very quiet, so I think that cheer leading was a perfect profession for her. If any pep or noise is needed Marion is the one to get it there. She attended the games very faithfully and kept the Oxford High cheering squad in good spirits whether the team was winning or losing. She was considered, by people who know, as the best cheer leader that a High School ever had.

OLYMPICS

By Zarter Agababian

A LECTURER on an important subject is hardly able to have an audience that will fill the smallest hall; while no roofed building has ever been erected large enough to hold the throngs which gather to see a winning team. We all know by this time the place athletics occupy in our lives and in the daily press. Directly we pick up a newspaper we perceive that another record in some form of athletics has been broken.

We are not so interested, tonight, in the breaking of records as we are in athletics taken as a whole. Many people fear athletics are destined to submerge learning and that the true purpose of our schools is doomed to be lost.

The best way to judge the trend of athletics for us, is to study and observe what athletics have done for other peoples. This can best be accomplished by turning our time back about one thousand and two hundred years or so.

The Greeks, with whom Olympics originated, not only gave the higher things of life—art, liberty, literature, philosophy and science—making us think and act as they did; but they gave the first rank and chief honor to their athletics.

There were games everywhere and for every occasion; and wherever a level stretch of ground could be found; but I shall limit myself to those held at Olympia. These games were held every four years in a remote part of Greece known as Elis. Elis was far from any populous city and was cut off from other Greek people by high mountains and by the sea. Since at that time it had not been an established custom to have spectators from all parts of the world, there were no hotels and not even a permanent population. These festivals were then witnessed only by those who cared to make Elis their abiding place. All participants and spectators slept upon the ground, usually under the open sky. The small number of spectators—at least so considered by us at present, in contrast with the number nowadays—came around the latter part of June, stayed but one week, and were gone for another four years.

Most of us are more or less acquainted with Modern Olympics so I shall spend the greater part of my time in a description of Olympics in Greece as explained to us in records dating as far back as 776 A. D.

No one actually knows when the first Olympic games were held, but the first record of the winners which we have begins with 776.

These games were of the simplest sort and in general were pure athletics unattended by the blood and extravagance of the Roman contests of the time. Sports that made and kept Olympia famous were: footracing, jumping, throwing the javelin, hurling the discus, wrestling and boxing. Various sorts of chariot races were added or dropped.

Those who won in many of the above events were considered famous from then on, but the real winner of the whole Olympics was the man who won the 200 yard dash. Records of all winners in various events were kept after some time; but of this one event—200 yard dash—we have a list of winners for over 1000 years.

All runners, then, were naked and, of course, barefoot. The ancient athlete never attempted to make a record, he only strove to win. The point of breaking a previous record as well as coming out first was not then considered. It was sufficient that he win.

The prize to the victor was simply a crown of wild olives, but this was the greatest honor that any Greek could possibly attain, and whatever position of power or fame he may have later achieved, his proudest title was "Olympian Victor."

Victors of those days received perhaps an even greater celebration by their fellow citizens than do our victors of today. If you attained the honor of being Olympian Victor, you would receive such a welcome afterward as you would never forget in your life.

The leading poet of the times composes a song in honor of the winner. This song is sung by a chorus of trained singers upon his arrival home. A statue is erected in his honor at his home and at Olympia also. During the remainder of his life this individual is a chief citizen; is given a front seat at the public festivals, and often coins are even struck in his honor. Some people have been known to die from joy when their son won certain events.

I know that no such misfortune would befall any of our fathers, and again, I'm sure that if we knew that we were to receive such a hearty welcome if we chanced to become winners, knew that our head would probably be struck on coins, we would all make a greater effort to emerge from games as Olympian Stars.

At this time, it will be interesting to have a brief description of the six events that were really the backbone of Greek Olympics. These as I have already mentioned are: footracing, jumping, throwing the javelin, hurling the discus, wrestling and boxing.

Weights similar to dumb-bells were used in jumping. The ground was dug and softened where the jumper was expected to land. It is said that a certain Phayallus jumped beyond the prepared grounds and thus broke his legs.

In throwing the javelin, no attempt was made at hitting a mark, but the throw was always for distance.

Hurling the discus has remained a Greek sport.

Two sports, wrestling and boxing, are rather interesting to know about. In wrestling, the winner must have gained three out of five falls. The fact that there was no ground-wrestling, since as soon as a wrestler touches the ground above his knees he is down, made the decision a quick affair.

In boxing, the boxers' arms were wrapped with long, pliable bands. The Greeks, unlike the Romans whose desire for blood and suffering led them to add metal spikes to these bands, cared only for skill and graceful motions. Also, there were no divisions in boxing. The lightweight, middleweight and the heavyweight contended as equals. It was merely a case for the one with the greatest brute strength. Another thing, there were no rings. An opponent could not be driven into a corner. There were no rounds, but a continuous match until one of the boxers gave the signal of defeat.

These, more or less, made up the round of events held at Greek Olympic games.

Olympics were dropped for some time, and their revival in 1896 we class as Modern Olympics. At this time the United States easily won, but the Greeks were greatly overjoyed because Sperodon Louis, a Greek, won the Marathon. As they expressed it prior to the Marathon, "To the Americans everything else, but to the Greeks the Marathon,'' and it was fitting and proper that a Greek should win the first modern Olympic Marathon.

Since 1896 there have been eight Olympics, and for a while they were held every two years, but beginning with 1908 they have been held every four years except from 1912 to 1920, when they lapsed in 1916 because of the intervention of the war.

These games have always been held in Europe except in 1906, when they were held in St. Louis, United States. The United States has always won rather easily, but now the rest of the world, and especially Finland, has been giving us some real competition.

The fact that the next Olympics to be held in 1932 will be in Los Angeles, should prove to be a great advantage to our athletes.

Except for swimming and tennis, girls have been more or less barred from Olympic competition, but in 1920 girls were allowed to compete on the track. The experiment was considered a rank failure in that girls in their attempts to do or die for their country almost died. For that reason girls' competition from now on will be mainly in swimming and tennis.

Perhaps nothing else has aided so much in the cementing of good will and understanding between the different nations of the world as have these Modern Olympic games. This understanding and good will is brought about by the numerous friendships that are formed between the youths of all countries. Because of the fact that today's sports appeal to all classes of people of all nations, more and more countries are sending their representatives to the site of these games. The forming of these friendships in turn, make it less likely that difficulties will arise between those involved, which is above all the only thing that we really care about. Then for this reason, if not for any other, we hope that Olympic games will continue for many more years.

MASSACHUSETTS BEAUTIFUL

By Ellen Louise McDonald

TO those who fain would listen to the story of each hill, valley, tree and river of the old Bay State I dedicate this essay.

One need not travel far to seek the beauties of nature. That which is lying dormant around is as yet to be explored. We can well agree with Emerson that "Traveling is a fool's Paradise." Why seek the wonders of the Everglades when the sunsets of our own state are unequalled in beauty.

MASSACHUSETTS: The state with a soul, and the only one founded on an ideal, built on a principle. She is the only state where character came in before cash and where men united for the cause of freedom and not for conquest. Her sons gave their blood for their own independence and were foremost to give their blood for the freedom of the slaves. Small in area, great in influence, there is not a hill within her borders but calls to memory an action of human nature.

Not only is the Bay State notable historically, but in its scenic interest too. In 1620 when the Mayflower passed around Cape Cod and set its passengers ashore, nature's records were there —a glacial boulder was their threshold.

Let us explore this country around the Cape where our Pilgrim fathers first settled and learn the quaintness and the romance which lies back of its beauty.

The Cape contains numerous, large fresh water ponds which nestle at the foot of hills and present an aspect of great beauty. There are little lanes, alleys and nooks loved by the artist, and sought by the tourist.

An agreeable sleepiness which we hope will not be disturbed pervades the old villages along the Cape, and there is a fine charm about a quiet old village by the sea which cannot be equalled.

The Cape Cod Cottage has achieved the distinction of maintaining its specific name. We are told that by a cottage, near a brook with clear sand, the housewife sitting in the mellow sunlight—holds us spellbound.

Nantucket has the reputation of being an island of enchantment—not only that it has a special scenic charm but because it has been comparatively little affected by the changing customs and fashions of the mainland. Wander about the streets and go up Joy Street which leads to the cemetery. Signs lead you to the poets corner. Here, stop to investigate the quaint sayings on the grave stones.

One one stone is seen this epitaph:

"God made the world and rested,
God made man and rested,
Then God made woman,
And since then neither
God nor man has rested."

An interesting puzzle appears on still another head stone:

Luke had it before
Paul had it behind
All girls have it once
Boys cannot have it
Old Mrs. Mulligan has it twice in succession
Dr. Lowell has it before and after and had
It twice as bad behind as before.

The answer is the letter L.

Nantucket excels in the charm of its unspoiled quaintness.

Entering Boston the Fenway Drives present many fine stretches meandering along the water-ways. However, within Boston, little remains of the earliest days. Paul Revere's house has been rescued but age has not mellowed it and it has lost much of its charm. The Old North Church and the Old South Church are still standing and are used to a considerable extent.

We glance at Salem and find that it is a town unique. Its great fire did not destroy much of its ancient architecture, and its delightful old streets are still typical of the eighteenth century. It is true that the Witch House, famous for its thrilling maniacs and anecdotes, is modi-

fied because of a modern shop added to the front of it. We can only hope, however, that this dwelling may sometime be restored to its early conditions. The "House of the Seven Gables" still stands, a relic of early historical days made famous and romantic by our noble American writer, Hawthorne. Salem is the finest place to study the old town life of America for it is old in settlement, not too large, and still retains much of its earlier flavor.

The village farms with their broad, well-kept mowings and pasture lands divided by vine-covered stone walls, the like of which are not seen in any other locality, are a curiosity to the stranger.

The mountain tours of the Berkshire hills invite us to take an excursion where simple life still continues. The Berkshires with great variety of scenery, both rugged, and pastoral, is one of the most attractive resort regions of New England.

Some of the region here is a mass of extensive highlands and not residential. Here, there is a calm and aloofness of physical atmosphere, a sense of being at the top of the world. We would not want to deny that the little house on the hill is more powerful than the great house in the valley.

Each of the Berkshire villages may be singled out as containing certain features. In one there is a fine old spire, in another dignified houses, or little cottages of alluring coziness; a little landscape of exquisite make-up, and in still another some historic name has left its aroma.

The mountainous sections are the trampers' paradise with their enticing paths and wood roads. The region is at its best in spring when the leaves and blossoms are putting forth, or in autumn when the foliage is aflame with tints of scarlet and gold.

Balanced Rock is the country's greatest natural curiosity. It is eighteen feet high, weighs about 150 tons, and it rests on one square foot of surface; and yet it is so evenly balanced as to be readily swayed by a man's weight.

A little walk which poets have sung of, or a winding way about a hill crest opening into an enclosure of fertility, a wood with the fine trunks of primeval trees standing in their silence and dignity through the generations; all of these call us from place to place until we wish for more lives that we might spend in each one of these little centers of delight. The Berkshires are a fine arena in which to work out all sorts of conditions of men in a rural atmosphere.

Seeking beauty off the Mohawk Trail we come upon a little nook beside a field road. It is sheltered from the wind, looks out upon a fair valley, is warm, beautiful, and secret. Here we discover an oven built of field stones and all the apparatus of a tramp's paradise. A tramp lets the world wag. He toils not, neither does he spin, nor gather into barns. Life seems sweet to him. His only dinner bell is the sense of hunger, and his alarm clock is the sun shining in his face on a summer morning. The tramp's life should appeal to many of us. If we eliminate his bold beggary, its other aspects open the world to us in more ways than a limousine.

On an October morning if we climb the pasture slopes of Warren we have enough of the world at our feet to fill the eyes and the heart. The air is sweet with Autumn scents and rustles crooningly in the maple leaves above us. The curious calves approach us with their moist muzzles thrust forward in hope that we have brought them something. A squirrel scolds us from the limb above. A wise old crow mocks us from a tall pine. The cornfields ripple and whisper of their plenty. The orchard hangs full with rich, red Baldwins.

For the city dweller, at least, the farm holds a sort of sacredness and beauty. In the evening it is enfolded in the kindly curtain of the night, and the dancing shadows of the embers liven all the great living-room with odd figures. Is there not a bookshelf five feet or so long which contain the masterpieces of the ages? Is there not good cream rising in the dairy room? There are blackberries enough for breakfast, and eggs heaped high in the pantry. The wood pile is ample and the red logs give out abundant heat. A look out of the window before retiring discloses a world of sweetness and beauty. Comfort, health, love, and warmth! There can be nothing better anywhere.

Let us follow Thoreau's footpaths through a winter ramble in the country about Concord. First of all there is a "snow" blanket enveloping the earth and suggestions of both utility and beauty. There is a wonderful fascination in the weaving of this blanket. The falling snow, what an incredible sight to one who has never seen it and now the mystery of it persists even

after one has seen it a hundred times. To go abroad in Concord fields is a wonderful experience. The woods are fair, white as alabaster, and Thoreau speaks of winter as "frozen mist." The trees and all the outdoor things are covered with a hoar frost. The drooping birches along the edges are similar to feathery fairy-like ostrich plumes. "The pines are as white as a counterpane, with embroidery and white tassels and fringes"—All objects, even the trees, are like polished silver. "It is a perfect land of fairy." "What a crash of jewels, as you walk." The ordinary aspects of Massachusetts are familiar to all who dwell there; and yet they lie hidden, unrevealed charms as yet unexplored by the lover of mystery. One may go forth each day with fresh curiosity to see what new picture will be painted, for nature has so arranged the phenomena of life.

"Every day a new picture is painted and framed, held up for half an hour, in such lights as the Great Artist chooses, and then withdrawn and the curtain falls."

FADS AND FASHIONS SINCE 1900

By Gertrude Rhodes

I WONDER, ladies and gentlemen, if I were to recall some old memories and customs to your minds, if you would be bored, interested, indifferent, or possibly embarrassed. I hope it will not be the latter. As a preventative measure I shall neither drag in any family skeletons nor make it too long.

Do you recall the fad of writing Limericks? Writing Limericks in 1900 was as writing jazz songs was in 1925. Do you recall this very popular Limerick?

There once was a man from Nantucket,
Who kept all his cash in a bucket;
But his daughter, named Nan,
Ran away with a man,
And as for the bucket, NANTUCKET.

But he followed the pair to PAWTUCKET—
The man and the girl with the bucket;
And he said to the man,
He was welcome to Nan,
But as for the bucket, PAWTUCKET.

Then the pair followed Pa to Manhasset,
Where he still held the cash as an asset;
But Nan and the Man,
Stole the money and ran,
And as for the bucket, MANHASSET!

However, we have other things to speak of when we speak of Fads and Fashions of the period. Women's clothing in 1900 furnished as much the topic for discussion then as it does today. In 1900 the standards of style, in appearance and dress, ran to smallness, and called for high, tight-laced corsets, tight kid gloves, and shoes usually a size or more too small. The standard of beauty in waist-lines called for one that could be easily clasped with two hands. Kathleen Norris has described the conventionally dressed woman of 1900 very well.

"She wore a wide-brimmed hat that caught the breezes, a high choking collar of satin or linen, and a flaring gored skirt that swept the street on all sides. Her full-sleeved shirt-waist had cuffs that were eternally getting dirty, her stock was always crushed and rumpled at the end of the day, and her skirt was a bitter trial. Its heavy 'brush binding' had to be replaced every few weeks, for constant contact with the pavement reduced it to dirty fringe in no time at all. In wet weather the full skirt got soaked and icy. Even in fair weather its wearer had to bunch it in great folds and devote one hand to nothing else but the carrying of it."

Now let us look at the fashionable girl of 1925. A widely quoted quotation from "At 'em Arizona" said, that the old sailor remarked that "he supposed the girls wore their dresses at half mast as a mark of respect for departed modesty." Let us look into the matter to see what could bring about such a rational change from the extremely long dress of 1900 to the unbelievably short dress of 1925.

It would be a very simple task for me to give the reason for the change if I were able to show you a picture of a lady in 1900 trying to ride a bicycle. I cannot tell you how in the world the lady ever got on the bicycle that I have in mind, but the picture shows her and her courtier on the seat of a bicycle built for two.

Her skirt is long and surely must have caught in the chain, the spokes, the mudguard and every other mechanical part of the bicycle. Her tight sleeves would not permit even the muscular expansion necessary to steer the vehicle. I am sure that if she had exerted herself very strenuously the results would surely have been disastrous to her form-fitted waistline. Except for the fact that one could see a smiling face, one might easily mistake her for a stack of clothes on the way to the laundry.

Now let us look at her contemporary, the modern girl of 1925. We do not see her riding a bicycle with her boy friend—she is out in the rumble seat of a small low built car. She certainly has on a skirt that permits her to gracefully demonstrate the art of crawling in and out of a rumble seat, which incidentally requires years of practice, for an individual to do gracefully and giving the appearance of ease and nonchalance.

The innovation of short skirts was very shocking to the people, but when bloomers were recommended for sports—many a head of hair was turned to silver. This idea was developed by basketball mainly. The first daring woman to introduce bloomers for sport costumes was Mrs. Amelia Jenks Bloomer, an American dress reformer, who, having failed to win over the American women to her costume, went to England, where she was also unsuccessful. The bloomers of those days consisted of a dress reaching to the knees, below which trousers cut full and gathered at the ankle were worn. Its adoption was advocated on the grounds of "comfort, health, and unimpeded locomotion."

Now let us look at today's gym outfits. Both the boys' and the girls' uniforms for basketball today are composed of a pair of short trunks and a jersey. This gives the players comfort and assures freedom of motion.

Now that we have solved the problem of "What makes women dress so?" let us have an explanation of "What made women cut their hair?" The following is a quotation from the Ladies' Home Journal in 1904, showing that before women cut their hair they went to the other extreme:

A man has always been told that a woman's hair is her crowning glory. And he has believed it. In the eyes of many a man a woman's hair and the contour of her head have typified feminine beauty. But recently he has been puzzled to see the hair of his womankind increase amazingly in quantity until he has wondered why feminine hair should so suddenly have acquired the habit of growth. It has confused him. But simultaneously, with his wonderment he heard whisperings of "rats" and "puffs."

Certainly no such rumors were circulating after or during the World War, in 1918-19. The World War brought a need and a demand for women at the front as nurses, stretcher-bearers, ambulance-drivers, workers in ammunition plants, factory-hands—occupations always before filled by men, and regarded as impossible for women. Women at the front discovered that under the limitations of time and otherwise, work, and care for appearance as well as defense against vermin would be facilitated by short hair. Women in ammunition factories found that powder got into their hair and was dangerous. Other women, learning of the comfort and time-saving qualities of short hair, soon took up the practice. Finally it became a fad. At the end of the war it showed some signs of dying out, but was revived by a much emulated stage dancer, Mrs. Irene Castle, who had a fever, which necessitated her hair being clipped. Her subsequent appearance on the stage stimulated the vogue in circles where considerations of utility would hardly have reached. By the beginning of 1924 bobbed hair was practically universal. Because of the fact that new hats were all made small many women were forced to join the vogue. It was almost impossible to find a hat large enough for a woman with long hair. Flappers, middle-aged women, even gray-haired grandmothers, invaded man's last retreat, the barber-shop; men complained. An ingenious barber in California put out a sign: "Barber-Shop for Men Only." This must have made a fortune for the man.

Much may have been said against the younger generation of girls in 1925, but certainly she was a much healthier, stronger and more athletic girl than her mother ever was. Let us look at a few statistics.

The Smith freshman of 1927 was two pounds heavier and one inch taller than the freshman of 1900; the Vassar senior is seven pounds heavier and two inches taller than the freshman of 1900; the Barnard girl's lung capacity, strength of grip, and chest and shoulder measurements have increased remarkably in the last ten years. This is all due to sports for women, which developed strong bodies and active minds, and employment of women, which gave them physical comfort.

We have seen that women's fads and fashions have underlying causes and have been mostly changes for the best. The bicycle did away with the stock collars and steel constructions to keep the small waist, the rumble seat cut the skirt to knee length, and sports for women brought the back half way down to meet it. What will the airplane, our latest great mechanical invention do, proportionately? Time and time alone will tell. The modern girl is in a period of indecision. Can feminism win over sport outfits in our modern dress? I am afraid I shall have to resign that question to the sons and daughters of the class of 1931.

THE PRIMITIVE LIFE OF THE AMERICAN INDIAN

By Esther Newton

The aboriginal inhabitants of the North American continent were originally divided into a number of great nations or families, each possessing marked characteristics and speaking radically different languages. Nearly all the Indian tribes, wherever located in this country, and no matter how widely separated, could be traced to one of these families, as Longfellow says:

> "Down the rivers, and o'er the prairies
> Came the warriors of the nations,
> Came the Delawares and Mohawks,
> Came the Choctaws and Comanches,
> Came the Pawnees and the Omahas,
> Came the Mandans and Decotahs,
> Came the Hurons and the Ojibways,"

and in addition to these were numerous other great families.

It was almost impossible, in the early days, to enumerate the Indians for they seemed to have a superstition against being counted, and as white men were seldom permitted to enter their camps, no accurate computation of their numbers could be made. The greatest menace to the Indian population in the early days was the dread disease small pox. When this scourge once got into an Indian camp, it played havoc. As they had no means of combating this disease, it was generally fatal to all those who contracted it.

There was no regularity in setting the lodges of an Indian camp. No one, not even the chief, had any supervision over the manner or places where the lodges were to be set, but they were always near a stream or river. They were erected in such places as best suited their individual owners. There were no streets, neither did the owner claim any space around it which he kept clean, and no sanitary precautions were ever taken. Dirt, bones and filth of all kinds were strewn everywhere, and the stench was frequently unendurable to anyone but an Indian. In tanning hides, the women would fasten them in a stream to soak for days, and the water course along the entire length of the camp would be filled with these filthy skins, polluting the water with the hair and dirt which soaked off of them. This water was used for cooking and drinking purposes in many cases, but for some reason it never seemed to have any evil effect on any of them.

The Indian has been generally represented to us as having been endowed with unusual powers of observation and natural cunningness, but this is only partly true. The Indian's faculties were naturally sharpened by the necessities of his life, but like all other savage people, his intellectual gifts were few. From his mode of living, his physical senses were highly developed. His vision was usually perfect and his sense of hearing acute. He was able to put his ear to the ground and detect the tramp of men or animals at long distances. He could appear quickly and vanish just as quickly. What to the ordinary person was absolutely unnoticeable was plain to him and his patience in following a trail was untiring. An upturned stone or the appearance of trodden grass had a significant meaning to him. He would find evidences of the presence of man or animal where the white man could not detect a sign. He depended on his natural instinct more than on human judgment. The Indian could hardly be said to have had any moral nature. Virtue or vice were unknown to him. He only believed what he felt or saw. He was naturally distrustful. He had been for ages the slave of heredity and he suspected an enemy everywhere. The Indian was proud by nature. He had an insatiable desire to excel. He wanted to be the

bravest brave in his tribe, and although he resented injustice, he did not practice justice himself.

Coupled with his barbarous instincts was his natural inclination to cruelty and his controlling instinct was to kill. Whatever may be said of Indian ferocity, whether in conflict with his own race, or with the white man, his courage cannot be disputed. Fighting to the Indian was as natural as hunting. When fighting among themselves they had their military codes and held councils of war the same as their white brothers. It was not often that one Indian tribe surprised another for they instinctively feared an enemy and were constantly on the alert. Before going on the war path, many of them worked themselves into a great frenzy by engaging in the so-called war dance and by painting their bodies and faces and uttering fierce cries and war whoops. The aged, the feeble, and the young, who remained behind, cheered them on and eagerly awaited their return with booty and captives. When the warriors returned, their approach was announced by scouts and the result of their adventure made known. If they had met with disaster, the names of the dead were related and the women indulged in wild wailings. Should they, however, bring back any captives, all the passion and fury of the tribe were wreaked upon them. When condemned to death, the sufferings of these captives were intensified by every method that the tormentor could devise. In ingenuity of cruelty, and in the exercise of it, the women were the most fiendish. Scalping was one of their favorite tortures. With a knife they would cut a circle around the scalp lock one or two inches in diameter, and then with a jerk tear it from the skull. Occasionally a scalp was divided into numerous small locks which were used in ornamenting the war shirt. It was seldom that a person scalped by the savages ever recovered, but in cases where they did, they were said to have been great sufferers ever after.

Next to taking the scalp of the enemy, the highest virtue in the Indian's catalogue was success in horse stealing. The more ponies a brave possessed, the richer he was, and the more influence he had with his people. In many tribes horses were the common standard of value in negotiating for a wife. It was the custom among these tribes to send one of the suitor's friends to the girl's father to ascertain the price at which she was valued. The friend would return and inform the wooing Indian the number of horses required to buy the girl. This number of horses would be led to the tepee and tied to the pole of the lodge where the girl slept, and if satisfactory to her father, they would at once be taken away to his herd, and she, then, would become the wife of the young brave. In communities where agriculture was the immemorial means of livelihood, the woman was accustomed to make the first advances, because she would bring the bridegroom to her home instead of following him to his. A young man might awake one morning to discover at his door a basket of corn meal from an unidentified giver. Of course the corn had been ground by some maiden who intended it as a hint that a chance to grind meal for him always would not be unwelcome. The courtship which followed was usually short and undramatic. After an Indian woman was married, she was simply a slave. She always carried the burdens and was silent and self-effacing.

It is almost strange that a people so vicious and murderous should have a religion, but all Indians believed in the existence of a Great Spirit, and it was the custom among nearly all nations to pray to him.

In sickness the Indian had several forms of treatment. Herbs and roots were resorted to, and the use of steam by heating stones and pouring water on them was deemed a health restorative. But with little reliance on human skill, they placed more hope on the spiritual influence of their religious quack doctors or pow-wow men who performed mystic ceremonials over individuals with shoutings and howlings as if to scare away demons of disease.

The burial ceremony among the nations varied, but among the majority of them the death and burial of one of their chiefs was attended with great ceremony. Large numbers of warriors would assemble and perform these last rites. The body of the dead chief was always attired in the best raiment he possessed during life. His war equipments, bow and arrow, lance, shield, horse equipments and blankets, and many other personal belongings were left with the body when it was placed in its final resting place. The body of one of these distinguished personages was sometimes deposited in a tree particularly adapted to receive the remains. Others were placed on a platform 6 to 8 feet in width and 10 to 12 feet in length, resting on upright poles in the ground from 10 to 15 feet in height. These platforms often

held the remains of several chiefs, and the bodies of common warriors were frequently disposed of in the same manner. Less important personages were buried in caves and in the ground, but always their personal belongings were buried with them. Many times a sufficient amount of food was placed near the deceased to supply them during their journey to the Happy Hunting Ground. Another phase of Indian belief was that the body in the next life would take exactly the same form as it was when the earthly life departed from it. Hence, the fiendish mutilations of their enemies would make their next life as miserable as possible. The Indian's idea of a future was based purely on tradition. He never reasoned on the subject. His fathers believed it and that was sufficient for him.

Our savage Indians had no idea of the ownership of land. Like most nomadic people, they roamed within a certain territory. With the coming of the white man, they were resentful at being crowded back from one hunting ground to another, and they of course made savage attacks upon the white settlers. The Indian, in this locality, did not at first exhibit the fiendish nature which most of the neighboring tribes possessed. They appeared friendly and early showed a disposition to become civilized. Yet, underneath all this fair and promising exterior, there lay the peculiar Indian character, and during the summer and autumn and winter of 1675, without provocation and without warning, they gave full sway to their inhuman passions of their savage nature, and broke into a wild riot of pillage and massacre.

We cannot, however, restrain a feeling of sympathy for the Indian as he was pushed constantly westward to the less desirable lands and hunting grounds. But when we realize that in our country now, over one hundred million people live, where perhaps five hundred thousand lived in 1492, and that certain of our states under intensified cultivation could support our entire population, if necessary, we are led to the conclusion that the Indian was doomed unless he adopted the ways of civilization. Yet our policy with the Indians has not always been just, for when we needed their hunting grounds, we broke treaty after treaty with them. Only lately has the government adopted the plan of educating them as wards of the nation, a plan which seems to be fully justified by the peaceful reservations where the Indians have now taken up the ways of civilized life. As a whole they are today, kind, generous hearted, and patriotic, and if they will face the future with courage and a determination to succeed, their outlook as individuals and as a race will be most encouraging. Statistics tell us that at present two-thirds of the Indians are citizens, and that one-third have been released absolutely from any supervision by the Government. And after all, the Indians are the first Americans, and should not our flag be their flag?

THE AMERICAN NEWSPAPER

By Myrtle Crosby

THE American (Newspaper) press, is today a mighty force in the United States, and newspaper work ranks high among the professions which call for adventure and which give the pride of influence. No profession brings about such thrills and interests. Every man who has ever been connected in any way with this kind of work knows that it is the most fascinating of all positions.

In other lines of work, such as authorship, action, adventure, romance, mystery and conflict must be sought in vain, but to a newspaper man they come almost every day. He sees all, knows all, and tells all that is to be told. Editors or reporters may, and sometimes do, reveal great incidents which otherwise would not have been known. Their eyes are the windows through which the public sees the world.

In these days it is the newspapers that crown the heroes, and bring the evildoers to justice. They can not be silenced by any power of tyranny. They bring all the people together in a common chain of knowledge, and they dispell ignorance and prejudice. They spread democracy and hinder the growth of class feeling. People having only a few cents have just as

much control over the newspaper reporters as the millionaire.

The word, "News," originated from the first letters of the words: North, East, West and South. News is supposed to concern all points of the compass. It is the task of the newspaper to keep the people informed. Through the paper one receives ideas and forms opinions of great modern problems. The press, government, and the people, all depend on each other. The government uses the press to inform its people. People usually decide and vote as they please, but often they want to vote for certain things because of some information they have received from their daily newspaper.

The newspaper was at first a single sheet given over to comment and gossip, reaching only certain neighborhood groups. In this form it did not have the important position that it has today. During, and immediately following the Civil War, an individual made and dominated his own paper. James Gordon Bennett founded the New York Herald, and as editor, he controlled its business affairs. Horace Greeley founded the Tribune and carried on his business in a similar manner. Edwin T. Godkin as editor controlled the New York Evening Post. This period of editor-owner ended about 1900 with the death of Dana and Godkin. Since then the paper has tended to be concerned with consolidation intead of a one man owner. The main reason is perhaps because of the increased cost of maintaining the papers. Because of consolidations taking place, many cities have been left with but one morning paper. The city daily has become a large paper with multiple editions that must be turned out in the shortest time. This plant is so costly that it is impossible for one man to stand the great expense.

The papers' main aim is usually to accord with the beliefs of the subscriber. Therefore many of the faults of the press are directly due to the people. To be successful, the paper must secure advertisements. It can not do this unless it meets the demands of its customers. If the customers enjoy comic, sensation, gossip and picture supplements it is not entirely the paper's fault that it yields to their desires.

It must meet competition. If one paper does not satisfy the reader there is some rival paper that will do the trick. The responsibilities of the press are so great that its faults are very serious. We can not have a "government of the people, by the people, and for the people," if the voice of the newspaper does not, or can not give the truth. Therefore the paper should, and must be ready to tell the truth no matter how disagreeable it may be. Reporters must be taught to pick out the right parts for publication and to separate the true from the false.

Advertising also forms an essential part of the newspaper. It is very evident that without advertising we could not receive the daily news at the low cost for which we receive it today. If the paper loses readers, it goes out of existence for if the circulation of a paper is small advertisers do not wish to advertise. Also many times the news reporters have refrained from publishing news to protect the department stores and other kinds of industry which advertise in the papers.

Let us consider a strike in 1919 which was reported by practically every daily paper in the eastern states. It was known as the great steel strike of 1919. Throughout this strike the newspapers favored the steel owners rather than the laborers. The papers were willing to give the strikers' side some publicity but in their editorials and main news they kept to the steel owners' side. During the strike the papers carried headlines which gave the many readers who merely scan the paper a distorted idea of the struggle. The material following the headlines was less violent and in many cases showed them to be exaggerations. Some of the headlines gave the opinion that the workers were un-American. They also reported that 8,000 to 9,000 laborers returned to work the following day, but when this was actually investigated it was found that about 900 men went to work the first day. Headlines also reported that there was no cause for a strike, but when the article below these headlines was read it was found to be much different. The continuance of the article described long hours of work, arbitrary treatment, the desire of foreign workmen to become Americanized and their difficulty in learning English when employed twelve hours a day. In many cases the reports were much different from the accounts of eye-witnesses. Now if newspapers should tell the truth—why don't they?

Because of these exaggerations, in order to get the real truth from a daily newspaper, we must have what is known as the intelligent newspaper reader. An intelligent reader will soon learn the fallacy of headline reading. He will run across innumerable instances when a

mere glance at a paper would leave the reader with a wrong or incomplete idea of the news.

The reader can soon learn to know his paper's personalities. He can almost predict the attitude that it will take toward certain questions. Each paper tends to have an individuality of its own. Each promotes certain ideas and hinders others with which it is not in sympathy. Each has, broadly speaking, a set of fixed mental images which become evident to its constant and observant readers. These constitute the papers' "Stereotypes," concerning events and individuals. A strike creates a totally different picture to different papers and different people, just as certain events and words mean different things to people in opposite sections of the country. To the Northerners,' "Civil War," means a different thing from what it means to the Southerners.

A reader may choose to read a paper for many reasons. The most important of these is because in childhood he read it and thus he formed a habit. I believe, however, that the reason that should be the most important is because of the characteristics of the paper. If one has certain viewpoints he should not only read the paper that has the ideals he has but also those that differ with him. If he is intelligent he will have a healthy interest in the news. If he has such an interest, he can not avoid forming opinions about the various subjects reported. If a great strike is on and the paper that he takes tends to favor one side, after reading it, the reader should find a paper that deals with the opposite side and then draw his conclusion from the two reports. An intelligent reader may not always be able to determine what to believe, but at least he will be able to determine what not to believe.

A person whether busy or not should avoid reading headlines alone. Some persons glance at the headlines and if they do not appear interesting are content with the information given by them alone. Headlines are not summaries of the paragraphs that follow. They are not the most important part of the news and often they exaggerate the more detailed account given below. They are the paper's advertisement of its news.

Readers, when reading various articles, should ask themselves certain questions. Among these the question, "Does the article involve a prejudiced story?" This is the most important question of all. If the answer is, yes, the best and only thing to do is to read a paper dealing with the other side of the question.

A person will find that he has been aided in his attempt to read the paper intelligently if he reads several types of paper. He must be able to assess the value of a news item and to distinguish fact from rumor.

Only as he learns to balance conflicting reports, to ascertain the reliability of his news, can he make his paper worth while to him as the most comprehensive and timely news purveyor in existence.

Newspapers are a great influence in our lives. Whether they are an influence for bad or good is determined by you and me—the readers.

CLASS POEM

By ESTHER NEWTON

Tonight we are assembled
On the threshold of Life's door,
We all have hopes abundant,
Yet who knows what lies before?

But ere the tie is severed,
And our last farewells we raise,
Let us show some parting token
For the school we'll always praise.

Long may Oxford High School shelter
The happy joys of youth,
And may the class of '31
Be the one we love in truth.

May our future years be bright,
And may they all be free from care.
Ever bearing in mind our motto,
Let it follow us everywhere.

And in the days when we look backward
To the happy hours we've spent,
Four short years we'll all remember,
Time that all too quickly went.

And from knowledge we've received here,
Some are bound to win success,
But what e'er our lot in Life is,
We'll not forget our O. H. S.

CLASS WELCOME

By Robert Wentworth

WE WELCOME you, parents, teachers, and friends, to our class night exercises and to our commencement exercises next Thursday evening.

Our class has tried to give its best to make our Oxford High School a success. The athletic, and social activities have been highly spoken of in the past four years.

At this time we are glad to acknowledge the help that has been given us by the faculty and citizens of our town. In former years it has been stressed that the pupils made the school a success, but we know now that this success came, not through the pupils alone, but by the co-operation of the faculty and pupils.

The time has arrived when we shall find out what foundation we have laid for greater achievements in the future. In the high school our goal has been to graduate; one mile stone on our road to success. While some of our classmates enter schools of higher education, others will seek more humble positions on the highway of life.

We are glad tonight to have with us so many of our friends and former students of Oxford High. It makes us all feel that our efforts have not been spent in vain and have been appreciated.

When you have heard our class day exercises we hope you will feel that an effort has been made on our part to improve our time during our school days in Oxford High. By our class will, we have disposed of our valuable possessions with generosity, and with our class gifts we have tried to please our classmates both with their utility and commercial value. The history will recall the past, while the prophecy will disclose the future.

It is with these few words, that hardly convey our feelings towards you tonight, that we, the class of 1931, welcome you to our class day exercises.

CLASS HISTORY

By Malvina Davis

STRANGE as it may seem, we are to study today in History the life and characteristics of a group of people who existed twenty years ago. It is now 1947 and their existence was in 1927. However, we are to consider only a period of four years of their life, from 1927 to 1931.

This brings us back to the time when we, the graduating class of 1931, started our high school career at Oxford, with a delegation of thirty-seven members. I can remember as if it were yesterday the first day we entered the high school. Of course, we were somewhat familiar with the ways of the high school, having attended school down stairs for two years, but everything seemed so different. Why, it was like walking into a new world. After being told over and over again what to do, we finally got settled down to work.

For the first few weeks of school, we worked very conscientiously, for we felt that high school people should never make mistakes. We soon got over this, however, and learned to feel as the upper classmen did.

It was in the latter part of September when we finally decided that we should have a class meeting and elect our class officers. The meeting was held with Miss Mulhane as our advisor. The following officers were elected: Gertrude Rhodes, President; Mildred Allen, Vice-President: Frank Bordo, Secretary; and Louise McDonald, Treasurer. We also chose our class

colors, which are nile-green and white, as you may observe from our apparel.

It was not until October that we were finally initiated as representatives of the Oxford High School. The initiation consisted of the Freshmen Reception which was given to us by the three upper classes. We, who were there, will always remember our first attempt at dancing, and the good time we gave those who were there.

The next event which we read from the text is entirely different from that just mentioned. It is a Hallowe'en Party which is being held in Dana's barn. Everyone seems to be having a good time for the food supply is getting low. Smash! There goes a window; why, our liabilities will be greater than our assets if we're not more careful.

As we turn over a page, we can see this group of people having a class meeting and planning to go on a sleighride party that night since it is not very cold. The meeting is adjourned with the decision that we are to go to Millbury. Before the close of school, the snow was nearly melted so the ride was postponed indefinitely.

This text is peculiar. It eliminates some things and exaggerates others. The next event is graduation. Of course I would be the last one there and the flowers are all gone. Some of my classmates are kind enough to give me some of theirs.

As we read on, we learn more and more about these people. The next event is where they return to school in the fall of 1928 as Sophomores and with twenty-seven members. We feel much more comfortable than we did the previous year and we surely sympathize with the present Freshmen. A class meeting is held. Miss Mulhane acts as our advisor and the following people hold office: President, Gertrude Rhodes; Vice-President, Irene Vancour; Secretary, Esther Newton; and Treasurer, Louise McDonald.

The next event is another Hallowe'en Party which is being held at Bedard's barn. The next question is, how are we going to dispose of the surplus food? Never mind, Wentworth and Jackson are here; they always were fond of throwing things around.

The following event is a play which is to be given for the benefit of the Athletic Association. One of our classmates is participating in it. Much credit is due Miss Moore for the part which she took and for the successful way in which she took it. We are also becoming better acquainted with the student body. Several of our boys and girls have entered into the different activities of the school, especially basketball.

Graduation is the next feature. Everyone is familiar with that event, having witnessed it last year. There is nothing unusual, except that some of our classmates are members of the Glee Club.

The next time we meet this group of people is when they are Jolly Juniors with eighteen members. This sure is a good name for them for they are always in such a pleasant mood. We seem much older now and of course our actions show it. A class meeting is held with Miss Mattson as our advisor. Frank Bordo is elected President; Zarter Agababian, Vice-President; Irene Vancour, Secretary; and Louise McDonald, Treasurer.

Another meeting is held later on and we are choosing our class rings. There is quite a discussion as to which ring we want, but we finally agree and I'm sure that every one is satisfied with his ring.

The following event is a Hallowe'en party which is being held in the Annex. Each member has a guest and every one is enjoying himself. Finally it is time to go home. You can imagine the mood that Al Jackson is in when he goes out and finds that he has two flat tires. The event which follows consists of four interscholastic plays which were given by the four classes in high school. Much time was spent in preparing them, but our time was not spent in vain for the Juniors won the prize which was a $5.00 gold piece and was given by Mrs. Taft. Much credit is due Miss Mattson for the time she spent in helping us to make the play a success. It was so good, that we were asked to present the play for the entertainment and at the Methodist Church at Sutton. Those of us who were in the cast will remember the trip we had to Sutton and also the Strawberry Supper which they gave us.

The next event of the year is the Junior Prom! Why! Is it true that we have to decorate the hall? Sure enough, we are the victims, so with the aid of Miss Butkiewitz and Miss Doyle we planned for our decorations. They were based on the "Spirit of St. Louis" and airplanes were visible everywhere; in fact, we had one on the stage which looked good enough and strong enough to ride in. I am sure if Lindbergh could have seen them, he would have been very much thrilled with the idea.

Oh! Another graduation event and the last one we have to witness before our own. This event finds us all dressed up in gay colors ready to enlarge our lung capacity so as to make this graduation a success.

The next event brings us back to school again in the fall of 1930, this time as dignified Seniors with sixteen members. We hold a class meeting and elect officers for the last time, with Mr. Sannella as our advisor. Robert Wentworth is elected President; Zarter Agababian, Vice-President; Gertrude Rhodes, Secretary, and Myrtle Crosby, Treasurer.

Another class meeting is held to make plans for the last Hallowe'en party to be held at the Red Men's Hall. Everyone may bring a guest provided he can look after him; for the four classes plan to have their party together. It was a good thing that the hall was red for it surely would have been before we got out of it. We all had a good time and plenty to eat, for those were the two outstanding characteristics of our class.

The next event is the Senior Play. This, too, was a great success, due to the hard work of both the cast and Miss Lupien. A dance followed the play and everyone enjoyed himself.

It is the next event which reacts on us most seriously. Yes! It is our graduation and I can see us upon the stage ready to receive our diplomas. Each minute seems like two, for we are ready to shed tears at any time. At last, the Valedictorian has given her closing address and now we are able to rest in comfort, for we have done our part.

In concluding our study of these people, we are to mention their motto, "Labor Omnes Vincit," or "Labor Conquers All," and after we finish our exercises tonight, you will be convinced that we have, with four short years of careful guidance with our beloved principals, Mr. Pearce and Mr. Sannella; four years of necessary instruction from our honored faculty, and four years of work and vacation, have conquered all and we feel that we have a good foundation to either further our education or to seek a worth-while position. It is not until tonight that we realize what both our principals and faculty have done for us, and we want to thank them most heartily for the work which they did in trying to make us successful.

PROPHECY OF THE CLASS OF '31

By Ardyth Emmons

IT is now June, 1950. I have been in Oxford a week and have seen and visited many interesting places. If my listeners care to hear me, I will tell of that visit.

Accompanied by a friend I set out to view the town. Oxford had changed a great deal since I had last been there. There are many new buildings done in modern architecture, many of them of great height.

Some of the newest buildings are: A new High School equipped with all modern conveniences. A Girls' Boarding School, and a museum dedicated to the Alumni Association. Many other buildings had been remodeled but I will not go into detail about them.

My first request was to visit the High School; because that was where I spent many a happy period. Walking into this beautiful new building, I heard the voice of a male teacher bawling out his class in no uncertain terms. This voice sounded very familiar, and looking over the transom I discovered that it was Mr. Sannella, who was trying to hammer a little Commercial Law into the heads of a class of Seniors. I entered and he glanced up over his spectacles which he was now wearing, and recognized me immediately and we shook hands. The bell rang and he dismissed his class.

He said he was still principal and a confirmed bachelor. Of course, I asked for Mr. Richardson, my dearly loved Math. teacher and I was told he was now principal of the Killingly High School in Connecticut. He also said that Miss Manning, Miss Burke, and Miss Lombard were married. Miss Lupien was now in France teaching the French students English. I said good-bye to Mr. Sannella and left the building very happy.

I then visited the Grammar School. I was walking through the corridors and looked into a room. The teacher looked very familiar, she was saying over and over 123,45, 123,45, that is good, children, try it again. Yes sir, it was Gertrude Rhodes still up to mischief. Instead

of teaching her pupils number work, she was teaching them the new dance steps. I spoke awhile with Gert, and then went about visiting the other rooms.

That night I went to Esther's house for supper. Although I was not invited I knew if I went in time for supper, she would have to ask me to stay. As I approached the house, instead of going to the front door, I looked in the window and saw and heard Esther talking to two girls. It looked as if she were coaching them. I then knocked at the door and Esther came to answer the call as if in a hurry. When she recognized me, she invited me in. She then introduced me to the charming girls. She said they were her daughters and that they were Freshmen at the High School. She said she had been helping them prepare their debates which were to be given in about three weeks. I thought to myself, Esther surely is keeping up the reputation of the family by turning out good speakers.

I stayed for supper and was asked to spend the evening. We talked and laughed about our happy days in High School. Finally we turned to another radio station. This station was broadcasting a baseball game. To my surprise I was looking into the face of Bob Wentworth, our class president. He was talking a mile a minute and with such care. It took me back to the days when Bob game oral themes in Senior English. We all thought Bob a very good orator.

The next day I went to visit the Girls' Boarding School. As I went along I began wondering what had become of the rest of my classmates. I entered the building in a daze. I went to the Dean's office. A small woman sat at the desk. She was rather stout and slightly gray-haired. This woman had on glasses and I recognized her as Myrtle Crosby. She had reached her destination, after many hard years of study at normal schools.

Myrtle took me all over the school and the room that took my interest was the Laboratory. It was very modern, with all laboratory conveniences: I decided to spend some of my time experimenting. I mixed two very powerful acids together to form a heavy mist. It wasn't very clear but I could make out many people and the sound of music. I added a little more alcohol and the flame grew larger and clearer. I saw an orchestra in the Black Cat Night Club in New York, but could not see its director.

I glanced over the members of the orchestra and saw Doris Fales playing the Saxophone. I was dumbfounded; I never thought that Doris had wind enough to blow a fly away, and here she was blowing on a Saxophone.

Some one started to sing and to my surprise I could see no one singing. Then in the middle of the floor a box was rising and the voice came from there. Out of the box jumped a cat; she did her dance and pulled off her mask to make her bow. Then she ran back and started to direct the Orchestra, and how she made it step. That girl was Marion Moore. I always thought that she would make a good actress.

The flame turned orange and who should I see but Zarter Agababian taking dictation from the President. The last I heard from Ze was that she was working in the day and going to Beckers at night. Well, Ze certainly deserves her position, because she surely worked hard enough for it.

The flame turned to black. I thought that I had lost it, but no, a figure in white appeared, a dark-haired girl, and she was wearing a nurse's uniform and talking to a mass of Chinese children. Some were cripples and others were lying in bed. Her face became very plain and I recognized it to be Irene Vancour.

That flame died and I mixed a new chemical called cobalt with the flame and the flame became blue. The color was very clear and I could see a grandstand filled with people. A race was going on between many makes of automobiles. There was a young fellow slouched low in his seat with eyes and ears for no one. His number was three. The race was on. Number three's motor stalled and everyone thought him out of the race. Finally he started the engine and away he flew, passing all the others. When the race was finished it was announced that the racer driven by number three had won. Al Jackson had outrun the speed record and won the race with a Ford.

Finally I added some sodium which made an ordinary flame. This flame was not clear but I could make out a horseback rider, galloping over a plain. She was very brown from the sun, but anyone would recognize Statia Lacki.

Statia now owns a ranch in North Dakota, and turns out more wheat than any other person in the United States.

My eyes grew very tired and I decided to go home.

That night I attended the annual Senior Hop at the Oxford Hotel. It was announced that

the next dance would be a prize waltz. As I sat waiting to hear the winners announced my eyes strayed to a couple; one of whom was Malvina Davis. When the prize was given it was to Mr. and Mrs. Core. Mrs. Core was formerly Malvina Davis. I spent an enjoyable evening and returned to my room.

The following afternoon I went for a walk. I had not gone far when in the distance I saw a woman pushing a baby carriage. As we approached each other, I recognized Cecelia La Rose. I stopped and had a chat with her. She told me she had married a rich man soon after graduation. I then asked her about Louise McDonald. She said, "Didn't you know that Louise was in Ireland and while there grew very fond of the poor children who could not receive an education, so she built a school and taught them herself." She than told me that Elizabeth Warden was teaching the kindergarten in Oxford.

My week was almost up, but the remainder I spent in viewing the town. As long as I had seen and heard about each of my classmates I felt that my visit to Oxford was successful. I think that that week was one that will clearly stand out in my mind for many years. So I will leave you all as happy as I am at present.

CLASS WILL

By Marion Moore

ON this joyous day, the fifteenth of June, we are gathered together, to hear the last will and testament that the Senior Class of 1931 of Oxford High School offers.

Whereas; the faculty of O. H. S. have at last given us permission to leave:

We, the class of 1931, being surely of sound body and presumably of sound mind, do hereby make this—our last will and testament.

(Age before beauty). We bequeath to the faculty individually the following items:

To Mr. Sannella: Our greatest appreciation for what he has done for us and for the other classes as well, in his first year as principal of good old O. H. S.

To Mr. Richardson: More basketball material than we offered.

To Miss Lupien: A watch dog so that it will guard her apartment.

To Miss Lombard: A chair to be placed at the back of the main room so that she can sit down during a study period.

To Miss Manning: An English class that can give oral themes as well as we did.

To Miss Burke: A well-behaved bookkeeping class.

To Miss Colby: A portable piano, so that she can play wherever and whenever she is asked.

To Miss Butkiewicz: More brilliant ideas for decorating the hall for school affairs.

To Miss Massei: Larger sewing circles.

Now for the beauty. We bequeath to the Junior Class our thanks and appreciation for the Junior Prom, which was given in our honor. We also wish to thank them for lending us two samples of the male species for our Senior Play. I will add a word of advice, do not be dignified seniors, but be yourselves.

We bequeath the following items to those who will follow in our footsteps.

To Dorothy Gould: Irene Vancour's pack of giggles, so that she may be heard.

To Philomond Gagne: Almon Jackson's new Ford. The lizzie can't hold out much longer.

To Veronica Vancour: Zarter Agababian's lung capacity. She'll need it when she urges her team on to victory.

To Ralph Dimock: Robert Wentworth's ability to tease the girls.

To Hilma Dahlberg: Louise McDonald's ability to argue, especially in Commercial Law.

To Evelyn Moffitt: Esther Newton's part in the Senior play. (Be sure to do a good job, Evelyn).

To Wynola Shortsleeves: Doris Fales' purity and calmness.

To Alice Barnes: Some of Cecelia LaRose's blush-proof powder. We hear that it is very reliable during embarrassing moments.

To Marion Dodge: A few pounds of Ardyth Emmons' beef. She'll gladly give it up.

To Lorette Dansereau: Gertrude Rhodes' ability to think up new dance steps.

To Peter White: Statia Lacki's ability to memorize daily lessons.

To Irene Cazeault: Malvina Davis' book on "How To Keep That Perfect 36."

To Henry LaPlante: Myrtle Crosby's ability to handle business affairs.

To Pauline Brodeur: Elizabeth Warden's marcels that stay in for five weeks at a time.

To Irving Sibley: A big box of hard candy so that he won't have so much time to talk.

To Ruth Russell: A new loose-powder compact so that her nose will never get shiny.

To Mary Corey: A pair of green garters.

To Phillip Stafford: A baby Austin—so then there'll be no room for other couples.

To Norman Lovett: A horse and buggy.

To Jessie Farrar: A volume of Ravelin's exchanges.

To Henry Sawin: A bottle of slicum. Maybe those curls will stay put after a dose.

To Etta Riel: A double seat. Why? That's a secret!

To Wilfred Flagg: A tonic that will make him grow and lose fear of tall girls.

To Samuel Agababian: A new sax in case his has a blow-out.

To Frederick Oldenberg: A bottle of peroxide, in case his locks turn dark. Blondes are preferred, Freddie!

To Howard Faneuf: A bobby comb so that he can have an extra one on hand. You must keep that well-groomed appearance, Howard—piano players always have 'em.

To Ruth Eldredge: A pair of seven league boots so that she can be in school at five minutes of nine.

To Robert Thompson: A book of dance lessons.

To the Sophomore Class, we bequeath our hopes of becoming a good Junior Class. They'll have to go some to beat the present one.

We bequeath to the following Sophomores the following items:

To Eldora Javery: Advice on keeping that school-girl complexion. You mustn't lose yours, Dodo.

To Robert Desaulniers: Our opinion—it being, he's the cutest boy in O. H. S.

To Viola Lyman: Another Cinderella role.

To Peter Beliaukas: A position on the basketball team. (A good way to reduce, Pete!)

To Gladys Stone: A lizzie, so that she can get home quicker at noon. Also, a lizzie can be heard and does not have to be seen.

To Wilfred Marcoux: A diamond stick-pin to keep his tie in place.

To Helen Daley: A memorandum book so that she can keep track of her dates.

To Merritt Harrington: A compact, so that hereafter the girls will not be missing theirs.

To Hazel Stoll: The ability to grow the other way.

To Raymond Porter: A derby to go with his "sporty" looks.

Last, but not least, we bequeath to the Freshman Class, our fondest wishes that they may grow up. We leave to them enough space in the main room so that they can be together.

To the following Freshmen we bequeath the following items:

To Emile Raymond: A whistle, in case his has a leak.

To Rita LaMountain: A bag of wind—for reinforcements.

To Noah Strack: Our hopes of becoming the tallest boy in his class, the reason being—the basketball team needs some tall players.

To Irene Messier: The ability of overcoming her bashfulness.

To Robert Bellows: A book of paper dolls because his spare time is plentiful.

To Julia Klok: A place reserved for her brains, so no one else will use them.

To Donat Brodeur: A jack-in-the-box so that he can amuse himself and let others alone.

To Sheila Herbert: A dictionary so that she can be ready next September to rattle off new words.

Lastly, we will to the High School, our picture, to be hung in the art gallery in the hall.

Signed by: ME, MYSELF AND I.

Witnesses:

Agusta Wind.

Greta Garbage.

Held together by Louise McDonald's chewing gum.

CLASS GIFTS

By Almon Jackson

C. Larose

To Cecelia, whom all the boys call muddy
And helped her make the team.
We give to her this basketball
So she won't act so mean.

Esther Newton

Esther is a quiet girl
And has very little to say.
We give to her this little horn
To blow the time away.

Statia Lacki

Statia is a bashful girl
And lives out on a farm.
We give to her this little dog
To keep her out of harm.

Zarter Agababian

To Zarter, who is our athlete,
And takes part in our shows,
We give to her this little bus
So she can visit her beaus.

Doris Fales

Doris is a quiet girl
And never goes out at night,
So we give her this little gift
To amuse her heart's delight.

Ardyth Emmons

To Ardy, who is a rugged girl,
And is trying hard to reduce,
We give to her this little tape
To measure the results produced.

Myrtle Crosby

Myrtle, whose many fellows
Escort her home at night,
We give to her this little gun
So she may protect her rights.

Marion Moore

To Marion who goes out at night
And never gets in on time,
We give to her this little watch
To get her in at nine.

Gertrude Rhodes

Gerty drives a Chevrolet
And drives it very well,
So we give to her this little Ford
To tow the car up hill.

Malvina Davis

Malvina is a smart girl,
She even drives a car,
So we give to her this gasoline pump
So she may travel far.

Louise McDonald

Louise is a little girl
And is trying to get tall.
That is why we give her this
To try and keep her small.

Elizabeth Warden

Lizzie is a smart girl
And studies every day.
So we give to her this gift
To keep the failure cards away.

Robert Wentworth

To Bob, who plays basketball,
And plays it very well,
We give to him this little cap
So under it he will not swell.

Irene Vancour

Irene is a tennis player
And knows the game from start to end.
We give to her this rule book
So her habits she may mend.

Almon Jackson

Jackson has so much work each day
And doesn't have any time to play.
So I'll give him this baseball bat
So he'll come down and take a rap.

ADVICE TO THE UNDERGRADUATES

By Cecelia LaRose

HOWDY FOLKS! I guess you don't need any introduction to me—best all-around student, athlete, and vamp of class of '31, O. H. S. Everybody knows about me. Just look me over. I have given teachers advice about assigning pupils to the detention room, and many other words of advice to the teachers. This ring was given to me for discovering the new style of gum chewing. My professor in college had been working on this problem for three years without results. I started working upon this problem in my senior year in high school by watching Peter White and Henry LaPlante chew their juicy Spearmint gum; soon I got the knack of it and discovered this great idea which I know you will all become acquainted with before finishing high school. Do you not wonder that my professor respects me.

My brilliancy in high school was noticed by Mr. Sannella, who put me in charge of classes when the teachers were absent. Upon request of Mr. Sannella, I have condescended to come and give some words of paternal advice, to the undergraduates of O. H. S., for, as you see, I am well qualified to give advice to you representatives of the infant stage.

If you wish to bring success to the school and yourselves—study. It is we who build the ladder by which we rise from the lowly earth to the vaulted skies. It is we who must climb that steep and high ladder of fame. Each step up the ladder means one step nearer to the fulfillment of your ambitions. Do you expect someone to hand accomplishments down the ladder to you? No, you must climb up after them.

First, make studies your friends, not mere enemies; for after all who are the people that study? Is it not all the people of the world, the scientists, business men, and explorers, and in fact all those who are admired by us all. In order to become successful you must cooperate with your teachers and fellow-students and make them your friends, for after all they are the ones that help you gain the knowledge that you need.

Although studies come first do not neglect the other side of school life, the social side—your extra activities and good times. There are many activities you may enter, all seeming equally important.

If you excel in athletics give your best to sports and the joy which you receive from them will be manifold. Basketball is a very interesting and exciting sport and for this reason it is up to each and every boy and girl to do his best and to take part to keep up the good showing of the past. Although we have only two boys in our class they gave all they had to make up a good team; not to mention the real school spirit of our girls. If you can argue down your teachers or classmates, join the debating team; this has become a very important activity of Oxford High and there is no reason why it cannot continue. If you have acting ability join the Dramatic Club, and if you can sing don't keep all that joy for yourself—let other people hear you by joining the Glee Club. Public Speaking is another of the many activities in which you may take part. If you speak well go in for public speaking and do your part. Each year we expect to hold a Public Speaking Contest which will benefit you students immensely. Another very important feature which we have started this year, and which we intend to continue, if each member co-operates, is a School Orchestra. This is very essential and as it is a new organization, it needs a great deal of attention. Let us not forget Baseball, although many of you boys do not realize its value. Who knows but that some day Oxford High will put out a second Babe Ruth. Our school paper must not be forgotten either, as this also requires much attention. Why not make contributions to "Ravelin's"? I am sure they always will be appreciated.

Above all, schoolmates, have school spirit. It is not the school that is to blame for poor spirit, but rather it is you. Give your best at all times and I am sure you will reach the height of fame.

Remember, while you are in the school to be high school students; of it, in it, and for it. Study and study hard; we didn't, but the day will come when we wish we had.

SENIOR PAGE

The 1931 Model Graduate is made up of:

Zarter's hair
Marion's eyelashes
Gertrude's nose
Ardyth's smile
Statia's complexion
Malvina's figure
Louise's legs

Don't you wish you had:

Doris Fales' dignity?
Cecelia LaRose's rosy cheeks?
Zarter's curly hair?
Irene Vancour's eyes?
Ardy Emmons' eyebrows?
Gert Rhodes' charming personality?
Some of the Fords Al Jackson drives around?
Statia Lacki's ability to tackle studies?
Bob Wentworth's eye to shoot baskets?
Malvina Davis' cute figure?
Myrtle Crosby's business ability?
Elizabeth Warden's ash-blonde hair?
Esther Newton's authority over "Ravel-in's"?
Louise McDonald's happy-go-lucky disposition?

CLASS STATISTICS

Zarter Agababian:
By-word: "Holy jumping catfish!"
Disposition: Sanguine.
Hobby: Riding in a Hudson.
Ambition: To be a private secretary.

Myrtle Crosby:
By-word: "Oh gosh!"
Disposition: Ingenious.
Hobby: Swimming.
Ambition: To be a Physics teacher.

Malvina Davis:
By-word: "Oh yuh?"
Disposition: Amiable.
Hobby: Bowling.
Ambition: Bookkeeper.

Ardyth Emmons:
By-word: "Is that so?"
Disposition: Spasmodic.
Hobby: Reducing.
Ambition: To be a nurse.

Doris Fales:
By-word: "Keep still!"
Disposition: Diffident.
Hobby: Wash curtains.
Ambition: To be a stenographer.

Almon Jackson:
By-word: "That's too much homework."
Disposition: Pugnacious.
Hobby: Driving a Ford.
Ambition: Auto racer.

Statia Lacki:
By-word: "I dunno."
Disposition: Taciturn.
Hobby: Skating.
Ambition: Own a lizzie.

Cecelia LaRose:
By-word: "None of your business!"
Disposition: Sedate.
Hobby: Wash dishes.
Ambition: To be a model wife.

Louise McDonald:
By-word: "I can't do this!"
Disposition: Analyzable.
Hobby: Reading.
Ambition: To be President's stenographer.

Marion Moore:
By-word: "Oh for the love o' Mike!"
Disposition: Vivacious.
Hobby: Making noise.
Ambition: To go on the stage.

Esther Newton:

By-word: "Got your English done?"
Disposition: Genial.
Hobby: Getting Ravelin's material together.
Ambition: To be a teacher.

Gertrude Rhodes:

By-word: "Let's go to Marshall's."
Disposition: Persistent.
Hobby: Dancing.
Ambition: To make herself happy.

Irene Vancour:

By-word: "Don't be funny!"
Disposition: Frivolous.
Hobby: Having a good time.
Ambition: To be somebody's stenog.

Elizabeth Warden:

By-word: "I don't care!"
Disposition: Serene.
Hobby: Riding horseback.
Ambition: To travel.

Robert Wentworth:

By-word: "Okay, Colonel!"
Disposition: Valiant.
Hobby: Kid people.
Ambition: Radio announcer.

We wonder if:

The underclassmen will miss us.

Mr. Sannella will be crabby next year.

Mr. Richardson will guard the main room during the year of 1932.

Miss Lupien will forget her French.

Miss Lombard ever makes any noise.

Miss Burke will miss the bookkeeping class.

Miss Manning will ever have a class that is as changeable as ours.

Zarter likes to ring bells.

Gert will ever stop dancing.

Al Jackson lost his license.

Irene Vancour enjoyed the Southbridge baseball game.

Louise McDonald likes to get letters from "certain people."

Statia Lacki could ever come to bookkeeping class without her homework done two months in advance.

The sons and daughters of the graduating class of 1931 could ever be as intellectual as their parents.

The Seniors will be glad when school closes.

The doors in school will have to be built higher so that Knute Harrington may attend school next year.

JUNIOR CLASS

OFFICERS

President	Philomond Gagne	Secretary	Veronica Vancour
Vice-President	Samuel Agababian	Treasurer	Etta Riel

Class Advisor
Miss Lupien

Samuel Agababian
Alice Barnes
Pauline Brodeur
Irene Cazeault
Mary Corey
Hilma Dahlberg
Loretta Dansereau
Ralph Dimock
Marion Dodge
Ruth Eldredge
Howard Faneuf
Jessie Farrar
Wilfred Flagg
Philomond Gagne
Dorothy Gould
Henry LaPlante
Norman Lovett
Evelyn Moffitt
Frederick Oldenburg
Ruth Russell
Etta Riel
Henry Sawin
Wynola Shortsleeves
Irving Sibley
Philip Stafford
Robert Thompson
Veronica Vancour
Peter White

Members of the class have taken part in many of the school activities. There are members in the different Societies of the school and they hold some of the most important positions. They have contributed to Dramatics, the College Club, Debating, the Demos Forensic Society, the French Club, Baseball, Basketball, Track, Ravelin's, and Public Speaking.

The Junior Prom was the biggest event given by the class this year. The affair resulted in a great success for the class and the decorations were of the very best.

SOPHOMORES

CLASS OFFICERS

President	Robert Helliwell	Secretary	Eldora Javery
Vice-president	Viola Lyman	Treasurer	Gordon Shortsleeves

Advisor: Miss Lombard

Lymert Balcom
Peter Beliankas
Carl Carlson
Karl Cheney
Blanche Clark
Henry Dalbec
Helen Daley
Marjorie Davis
Robert Desaulniers
Dorothy Eames
Philip Fales
Charles Farrar
Merritt Harrington
Jennie Heeps
Robert Helliwell
Eldora Javery
Harry Jolly
Leon Lapan
George Leclaire
Viola Lyman
Louis Malkowski
Wilfred Marcoux
Sophie Nesta
Richard Olney
Claire Perry
Raymond Porter
Joseph Prunier
Edward Robideau
Gordon Shortsleeves
George Sibley
Hazel Stoll
Gladys Stone
Mary Vitkus
Elsie Willey

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Vice-president	Irene Messier	Treasurer	Julia Klok

Advisor: Miss Manning

Mildred Bell
Robert Bellows
Gerald Boyd
Charles Cazeault
Helen Carpenter
Beatrice Davis
Bertha Davis
Richard Donovan
Ruth Dumas
Elizabeth Ellis
Ethel Faneuf
Henry Gallant
Francis Germain
Robert Germain
Louise Grandone
Leon Guerard
Hannah Gustafson
Shiela Herbert
Julia Klok
Rita LaMountain
Henry LaPlante
Ellen LaRose
Elizabeth Leahy
Margaret Leahy
Irene Messier
Earl Morey
Ralph Morrow
Marion Nygren
Charles Parker
Leona Parker
Donat Brodeur
Louise Perry
Bertha Piette
Irwin Pottle
Marguerite Rawson
Emile Raymond
Sarah Riel
Earl Rosebrooks
Everett Sanderson
Arthur Strack
Noah Strack
Theodore Wilusz

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Robert Wentworth—Captain
Almon Jackson
Samuel Agababian
Merritt Harrington
Wilfred Flagg
Philip Stafford
Harry Jolly—Manager

Ardyth Emmons—Captain
Zartar Agababian
Myrtle Crosby
Irene Vancour
Gertrude Rhodes
Louise McDonald
Esther Newton—Manager

BASKETBALL NUMERALS

Henry Gallant
Noah Strack
Ralph Morrow
Richard Olney
Robert Thompson
Philomond Gagne—Asst. Manager

Veronica Vancour
Gladys Stone
Ruth Russell
Cecelia LaRose
Eldora Javery

BASEBALL LETTERS

Noah Strack
Lymert Balcom
Peter Beliankas
Wilfred Flagg
Henry Sawin
Robert Thompson

Philomond Gagne
Almon Jackson
Merritt Harrington
Robert Wentworth
Ralph Dimock

BASEBALL NUMERALS

Earl Morey
Ralph Morrow

Peter White
Irwin Pottle

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Literary Editor — Louise McDonald

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Evelyn Moffitt

Humor and Rumor

Marion Moore

Society Editor

Zarter Agababian

News About School

Henry Sawin

Athletics

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Wilfred Flagg

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Irving Sibley
Frederic Oldenberg
Irene Vancour

Faculty Advisor

Miss Manning

VARSITY DEBATING TEAM

THE COLLEGE CLUB

The College Club of the Oxford High School was started for the purpose of arousing interest among the pupils in school who wish to further their education by going to college.

The first meeting of the club was held December 3, 1930. Mr. Sannella took charge of the meeting. The club was organized and the officers were elected.

It was decided to have only three meetings a year.

During the Christmas vacation the members of the Alumni who are now in college were invited to a meeting which was held in the annex of the High School. From them the members of the club received much valuable and interesting information concerning college requirements and college life.

The officers of the club are:

President	Philip Stafford
Vice-President	Henry Sawin
Secretary	Evelyn Moffitt

The members of the club are:

Esther Newton	Wilfred Flagg	Louise McDonald
Pauline Brodeur	Veronica Vancour	Gertrude Rhodes
Myrtle Crosby	Ralph Dimock	Hanna Gustafson
Helen Lindsay	Ruth Eldridge	Ralph Morrow
Rose Herbst	Loretta Dansereau	Philomond Gagne
Sheila Herbert	Sophie Nesta	Frederick Oldenburg

LE CERCLE FRANCAIS

"Le Cercle Francais" is another of the successful clubs of this school term. All of the members of this club who are corresponding with pupils in France are planning on continuing the correspondence through the summer months. The bi-monthly meetings have enabled the French pupils to understand the French language as well as the French customs very well. Anyone in high school who wished to join this local organization this year was allowed to do so, but next year certain restrictions and an initial fee will be announced.

Officers:

President	Henry Sawin
Vice-President	Evelyn Moffit
Treasurer-Secretary	Etta Riel

Constitutional Committee — Philomond Gagne, Chairman

Members:

Philip Stafford	Veronica Vancour	Ardyth Emmons
Jessie Farrar	Ruth Russel	Ruth Eldridge
Evelyn Moffit	Hilma Dahlberg	Philomond Gagne
Marion Dodge	Pauline Brodeur	Irene Messier
Helen Daley	Ralph Dimock	Gertrude Rhodes
Viola Lyman	Henry Sawin	Claire Perry
Myrtle Crosby	Hazel Stoll	Etta Riel
Loretta Dansereau	Philip Stafford	Esther Newton
Irene Cazeault	Wilfred Flagg	Ralph Dimock
Eldora Javery		

DEMOS FORENSIC SOCIETY

The Demos Forensic Society was formed this year to further the teaching of oratory in the school. The following are officers:

President	Esther Newton
Vice-President	Philomond Gagne
Secretary	Etta Riel
Treasurer	Richard Olney
Faculty Advisor	Mr. Sannella

The first meeting was held at the school on Friday, October 29, 1930.

The meetings were of unusual interest and largely attended. Some members of the club were selected to give declamations or to recite poems, and others volunteered to debate very interesting subjects that came up in school with other members of the club. A few Freshmen have achieved very much through these meetings and undoubtedly they will continue their good work and endeavor to participate in other debates that will be held next year.

In the triangular debate of the Clark Interscholastic Debating League, the Oxford Affirmative was defeated by Uxbridge and the Oxford Negative team defeated Webster.

Although we did not win a cup this year, we feel that next year, although we are losing some of our veteran debaters, we will have excellent results if we are supported by the whole student body.

This year's team consisted of:

Zarter Agababian	Henry Sawin
Esther Newton	Philomond Gagne

Alternates:

Gertrude Rhodes	Myrtle Crosby

Members of the Club are:

Zarter Agababian	Louise McDonald
Etta Riel	Beatrice Davis
Wynola Shortsleeves	Elizabeth Leahy
Richard Olney	Gertrude Rhodes
Ralph Morrow	Irene Vancour
Louise Grandone	Irene Cazeault
Francis Germaine	Sophie Nesta
Sarah Riel	Ruth Eldredge
Sheila Herbert	Pauline Brodeur
Philomond Gagne	Edora Javery
Ralph Dimock	Doris Fales
Henry Sawin	Marguerite Rawson
Philip Stafford	Margaret Leahy

Esther Newton

ORCHESTRA NEWS

The orchestra this year is composed of the following players: Howard Faneuf, piano; Samuel Agababian, saxophone; Wilfred Flagg, drums; Carl Carlson, trombone; Zarter Agababian, banjo; Ralph Dimock, clarinet; Gordon Dimock, cello; Edgar Dimock, Pauline Brodeur, and Evelyn Moffitt, violins.

The members of the orchestra have been rehearsing regularly under the direction of Miss Colby and are now able to play very well together, as those who have heard them can say.

The first part of the year the Fox elementary series were used, but later classical and modern jazz pieces.

During the year they have played at several different functions. They added their bit toward the success of the operetta by playing four selections preceding the first act. Later they played at the Congregational church, where two short plays and a social were being held. Also they played between acts of the Senior play, "Anne's Little Affair."

One of the big moments of the orchestra will be when they play the processional and recessional march for the graduation exercises.

Three members of the orchestra, namely Howard Faneuf, Wilfred Flagg and Samuel Agababian, played for the dance after the basketball game with the "Old Timers." They played many popular song hits and had many request numbers. Since then they have formed a three-piece orchestra and now they are very popular in whatever place they play.

We must not forget to praise the other members of the orchestra who have come to practice regularly, nor forget the time and effort put in it by Miss Colby, who made it a success.

BOYS' BASKETBALL

Individual scoring honors are as follows:

1.	Wentworth	168 points
2.	Harrington	125 points
3.	Flagg	100 points
4.	Jackson	76 points
5.	Thompson	3 points
6.	Stafford	2 points
7.	Agababian	18 points
8.	Porter	3 points

The basketball team was not as successful as was expected, but the team ended with a good average, 500, having won 10 games and losing 10 games.

The work of Coach Richardson must be commented upon because much of his time was put into this sport and he deserves much credit. Also the work of Captain Wentworth, who carried the boys through with many a victory, deserves much credit.

BASEBALL

Oxford at Spencer—

The Oxford Baseball team went to play the Prouty ball team Friday, May 1, 1931. It was Oxford's first league game and the boys were not as yet in their best condition. The boys rallied hard to win but were defeated by Prouty.

Score: Spencer:

Oxford at Webster—

Oxford invaded the Bartlett High grounds May 6, 1931. The game was very close and interesting for the first few innings, but soon Bartlett took the lead and kept it until the finish.

Score: Webster:

The games remaining to be played are as follows:

May 13, 1931—Southbridge at Oxford.
May 15, 1931—Oxford at Holden.
May 19, 1931—Spencer at Oxford.
May 22, 1931—Holden at Oxford.
May 27, 1931—Webster at Oxford.
June 3, 1931—Leicester at Oxford.
June 5, 1931—Leicester at Leicester.
June 10, 1931—Oxford at Southbridge.

GIRLS' ATHLETICS

By A. Emmons

BASKETBALL days are over for the Senior Girls. They are all very sorry to leave the team, but they feel that they have won their letters.

They will be lonesome for the practice periods which they spent at the Town Hall. To practice periods they went very faithfully. Usually the first to arrive at the hall was Gladys Stone, then the members of the varsity came in in groups. Although Ruth Russell had work to make up, she always came to practice.

While at the practice we ran the full length of the hall two or three times, to get us in running order for scrimmage. We were then divided into two groups, to practice making our baskets. This lasted for awhile, then we would have a scrimmage. The teams would be picked equally and the rest of the time would be spent in scrimmage.

The Senior Girls enjoyed themselves on all of their trips and we wish that we were to have four more years of basketball.

The twenty-third of May, the basketball squad and coaches, Miss Manning and Miss Burke, went to Boston to visit places of interest.

SCHOOL NOTES
ALUMNI NEWS
Editorials
EXCHANGE NEWS
HUMOR AND RUMOR
LITERARY
Socials.
ATHLETICS

SCHOOL CALENDAR

By Z. Agababian

Sept. 3

Vacation is ended. Know that everybody?
A. M. Grand rush for favorite seats.
P. M. All seats were changed.

Sept. 8

Senior officers elected.

Sept. 9

Other three classes had sense enough to elect theirs before vacation.

Sept. 19

Mr. Sannella having a grand old time acting as principal.

Sept. 25

Best jokes this year are not in this book—they're walking around the high school.

Sept. 30

Rah! Rah! One month gone by.

Oct. 3

Everyone commences work for the first issue of "Ravelin's."

Oct. 15

Everyone gradually finding out that school under Mr. Sannella is not what they expected—everyone expected something different.

Oct. 19

First gathering of the famous Oxford High School Band.

Oct. 23

French Club organized.

Oct. 25

Ravelin's came out today.

Oct. 30

Hallowe'en Party.

Oct. 31

Hurrah! Another month gone by.

Nov. 1

Famous track team makes trip to Cambridge.

Nov. 3

Reorganization of Demos Forensic.

Nov. 4

First call for basketball candidates.

Nov. 10

Preparation for Athletic Association Play. Much depends on the way it comes out if we want athletics.

Nov. 17

Hurrah for our side—our new curtains are up. No wonder all passersby look our way.

Nov. 20

Full house witnesses play "Here Comes Patricia."

Nov. 22

Home for Thanksgiving Vacation.

Nov. 30

Believe it or not, another month has disappeared—Where? We don't care.

Dec. 5

Demos Forensic Meeting—few and far between, but important.

Dec. 9

We could stand a few more teachers' conventions.

Dec. 10

Girls' basketball—same old roll call.

Dec. 11

First game—yes, we won—it's only natural that we do.

Dec. 23

Our school Christmas party—we all received wonderful gifts, including report cards—the spice of life. Another Ravelin's.

Dec. 31.

Hurrah for our side! Another YEAR has gone by.

Jan. 5

We're all back with a bag full of good resolutions which we hope we shall live up to—much to the principal's regret.

Jan. 14

Town kept alive by our games. Teams are shining pretty well this year. Hope the boys can get the pennant this year—we mean it, boys.

Jan. 22

Webster game—everyone in town out to game—part of Webster too.

Jan. 27

Carlson demonstrating his skill with a trombone at orchestral rehearsals.

Jan. 31

Yes—it's a habit now, but January has gone too.

Feb. 4

Debating teams chosen—three cheers for our orators!

Feb. 10

College Club having great times at their socials. Sometimes we wish we were among them, but on second thought we don't—remember what they have before them.

Feb. 20

Planning for first Operetta school has ever had.

Feb. 25

Dance after Holden game.

Feb. 27

We hail our reports with a welcome—Ravelin's, too.

Feb. 28

One day less this month—leap year isn't here yet.

March 2

Oral themes—we start our months properly.

March 13

Date of our great debate—lost because of various reasons not to be mentioned here.

March 17

The introduction of a different type of play—the great operetta "The Glass Slipper." Cannot forget the dance afterward.

March 17

The first appearance of our orchestra.

March 18

High School honored by presence of Mr. Eric Price, scholar from Oxford University. Senior girls had a great time trying on his monocle.

March 31

Only three months left. Have patience.

April 1

Stenog. 11 gave Miss Burke a great April Fool.

April 9

Miss Manning's "that's a good point to bring up," we've got used to by now.

April 10

Junior Prom—a great success from all ways.

April 19

It's a shame we had to miss school today, but due to the fact that the High School is exceedingly patriotic we stayed out to celebrate Patriots Day.

April 23

Miss Burke, "Step up to the desk; is that necessary?"

May 30

Two more innings to play, folks. We'll make touch-ups.

May 1

Everyone expected May baskets—I guess they're on their way—be here easily by next year.

May 4

Baseball season opens.

May 11

Material going in now—rest of this is guess work. A "pack of lies" for all you know.

May 22

Senior play, "Ann's Little Affair," was a great success—I mean it will be.

May 30

Boys had their basketball banquet, the girls are waiting for theirs. Eighteen more days.

June 15

Pupils of the High School get the surprise of their lives tonight.

June 18

BANG!! BANG!! I've got my diploma, and to think I had to go four years for this piece of paper.

June 19

Everybody shows talent at last dance. Senior Hop and hop they do.

June 20

Senior trip and everything is all over. Once again. We hope you are not overjoyed in getting rid of us. Our visits to the High School will be few and far between for a while, but you can't get rid of us.

END

HAYWARD

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